

Overview of the Teacher Aide Program

A. **General Description**

The Teacher Aide Program is a field experience for *EDEL 230 Early Field Experience*. The Teacher Aide Program provides an opportunity to regularly visit elementary schools to supervise students in various ways and/or to assist a cooperating teacher. Actual teaching opportunities are usually not a part of teacher aiding; there will be teaching opportunities once you are admitted to the teacher education program.

B. **Goals of this Field Experience**

For the Teacher Aide:

Teacher Aides will have the opportunity to supervise elementary school students in various contexts in the schools throughout the semester, and there are several goals for this field experience. The teacher aide will:

1. Observe and interact with students.
2. Supervise and monitor groups of students.
3. Understand the organization and mission of schools.

For the University:

Additionally, this field experience provides the university with an opportunity to view prospective teachers in a schooling context and to assess whether the student has the initial attitudes, skills, and behaviors necessary to proceed in the teacher education program at Kansas State University. In consultation with the cooperating teachers, university personnel will take steps to identify those prospective teachers who do not appear to have appropriate attitudes, skills, and behaviors and to recommend strategies to improve any deficiencies.

C. **Responsibilities of the Teacher Aide** (described in detail later)

Your successful completion of these responsibilities will be the basis for the grade (credit or no credit) that you receive.

1. Attend the orientation session on campus.
2. Attend the orientation session at the building where you are assigned.
3. Report for teacher aiding at each of your scheduled times in the school you are assigned. This will involve supervising/monitoring elementary and/or middle school students for two days each week throughout the semester, up to and including the last week of regular class on the K-State calendar.
4. Make up any time lost due to your absence if the teacher wants you to do so.
5. Prepare field experience reports. (Guidelines will be provided.)
6. Submit self-evaluations of your aiding experience (these forms are attached at the end of this handbook).
7. Conduct yourself in a professional manner and meet expectations that are outlined on the teacher aiding evaluation form.

D. Attendance

Once teacher aiding begins this semester, attendance for two days per week for two hours each day throughout the semester is required. There is a minimum of 40 hours; but realize more than 40 hours are included in the aiding schedule due to the possibility of snow days, teacher in-service days, or other days when classes are not in session. The teachers are expecting you to be there at your assigned times throughout the semester, up to and including the last week of regular class on the K-State calendar. ***Any unexcused absence results in failure for the field experience grade;*** an unexcused absence is ANY absence without prior notification. You must call your school's contact person/teacher any time that you will not be present when expected.

E. Evaluation

The final grade for this course is "Credit" or "No Credit." To receive a grade of "Credit," you must successfully complete each of the following requirements:

1. Attend the orientation session on campus.
2. Attend the orientation session at the building where you are assigned.
3. Report to your assigned school at you designated days and times for the rest of the semester using the calendar provided. If you have any excused absences, make up any time if your cooperating teacher wants you to do so.
4. Prepare field experience reports using the guidelines that are provided and have a minimum of 42 out of 60 points for all reports.
5. Submit a mid-semester self-evaluation of your aiding experience (this form is attached at the end of this handbook).
6. Receive a satisfactory final evaluation by your cooperating teacher in the classroom where you are assigned.

Details about Teacher Aide Responsibilities

A. Attend the Orientation Session on Campus

This one-time session is Tuesday, January 25, 4:30-6:30 pm in Kedzie Hall Room 106.

B. Take Actions **Before** the School Visits

1. View the blood-borne pathogens film during class on Thursday, February 3.
2. Take the TB (tuberculosis) test. After you take this test, you will be given a certificate by the health center to verify that you do not have tuberculosis (this is, of course, assuming you do not actually have tuberculosis). Give the original copy of your form to your lecture instructor. *You are not authorized to continue your school visits until you give your lecture instructor the certificate for your TB test.* You may want to make a copy of the certificate for your records.

3. Go to the bulletin board across from 13 Bluemont Hall to see what your school placement is. Placements are usually posted by the end of the second week of the semester. For maps and directions to the schools, go to the school map center in the hallway outside 218 Bluemont Hall.
4. Become familiar with the teacher aide requirements and the dates when various requirements are to be submitted for each of the following.
 - a. Field Experience Reports
 - b. Attendance Register
 - c. Mid-Term Self-Evaluation (Completed by the Teacher Aide)
 - d. Final Evaluation of the Teacher Aide (completed by the Supervising Teacher)
5. Become familiar with expectations for professional dress and appearance, and for conduct when you are in the schools.
 - a. Professional and appropriate dress
 - b. Conduct: Interact with students as much as possible, take the initiative; be cheerful.

C. Attend the Building Orientation Session

Each school building conducts an orientation session for the teacher aides assigned to that building. You must attend the orientation session for the school you are assigned; the school principal, a clinical instructor, or another teacher designated by the principal will conduct the session.

The content of the orientation session may vary from one building to the next, but many orientation sessions include:

- An introduction to your supervising teacher
- A visit to the room or areas of the building where you will be teacher aiding
- A review of expectations and suggestions for your supervision and monitoring of the students
- A review of the school's student handbook
- School rules and regulations
- A review of discipline procedures
- A description of the school's audiovisual and other equipment and their use
- A description of where to park your car (or where not to park your car)
- Other information

When attending the building orientation session, ask your supervising teacher for his or her home phone number and e-mail so you can call and/or make contact if you are going to be absent. As a backup, also get the phone number for the school.

D. Report for the Aiding Each Week after the Building Orientation

1. For each school visit, report to the school office to sign in and to obtain your nametag. Return the nametag to the school office at the end of each visit.

2. For each school visit, have your supervising teacher sign the attached attendance log. (Some schools use a different procedure for signing your attendance log; follow the procedure that is used in the school where you are assigned.)
3. Once the aiding begins in the schools, you are responsible for attending at each of your assigned times each week up to and including the last week of regular class on the K-State calendar.
4. The university has an agreement with the school district that teacher aiding will continue to the end of the KSU semester; the teachers rely on teacher aides in many ways and teacher aides have a commitment to fulfill their responsibilities. Each teacher aide must have at least 40 hours of aiding time, but the schedule with the school district actually results in more than 40 hours. We could not have the aiding experience without this commitment with the school district and the teachers, and therefore each teacher aide must continue to the end of the semester.
5. Teacher aides do **not** need to attend school on days when the district has teacher staff development days or parent-teacher conference days, unless the supervising teacher specifically requests that the teacher aide attend and/or participate in those functions.
6. If you have any problems with your placement, talk with your supervising teacher or your university contact person. Do not let a problem continue with the hope that it will go away. Communicate and involve others soon to resolve the problem. Be sure to ask your supervising teacher for the dates when you do not need to attend due to these other activities.

E. Deal with Your Absences

If you are ill or will be absent for any other reason, call the school and/or the teacher ***before you miss your assigned aiding time.*** Ask the teacher if he or she would like you to make up any absences; some teachers rely heavily on aides to complete specific tasks and thus want the missed time to be made up while other teachers may not want the time to be made up. However, a minimum of 40 hours of aiding must be completed by the end of the semester. ***Any unexcused absence results in failure for the field experience grade.***

F. Prepare Field Experience Reports

For each week of the field experiences, there will be a specific topic (e.g., rules and procedures, students with special needs, instructional strategies), which will serve as the focal point of a brief report about that week's field experiences. For each week, there will be about three questions. These need to be answered in the field experience report about the topic of the week. Specific guidelines for the reports will be provided. An example of the evaluation rubric, which provides guidelines for these reports, can be found at the back of this packet.

G. Submit a Self-Evaluation of Your Aiding Experiences

After several weeks of aiding experience, you will be asked to complete a self-evaluation of your experiences up to that point. This is intended to be an opportunity to assess your strengths and weaknesses concerning the evaluation criteria. This may provide guidance for attending to any weak areas before the end of the semester. The mid-term self-evaluation of teacher aiding is due Thursday, March 10th.

H. Conduct Yourself in a Professional Manner and Meet Aiding Expectations

1. Conduct yourself in such a way as to receive satisfactory ratings on the "Teacher Aide Final Evaluation" completed by your supervising teacher.
2. Dress and conduct yourself in an appropriate manner for the school setting. It is often helpful to talk with your supervising teacher about these issues to see what is expected. Use these tips as a guide:
 - Clothes should be clean, neat, and good role model for children.
 - Men are not required to wear a tie, but may if they wish.
 - Women should not wear tops with low necklines, skirts or dresses that are too short, or other clothes that may be considered revealing.
 - Jeans are acceptable in most schools if they are clean and in good condition.
 - Shirts with advertisements for alcohol or tobacco are not permitted.
 - Shirts with pictures or words that are not appropriate for children should not be worn.
 - Students are not allowed to wear hats in school, so you should not wear a hat either to serve as a positive model.
3. Some schools ask that you wear a nametag every time that you are in the school.
4. Supervise/monitor students in an appropriate manner.
5. Take the initiative to interact with students.
6. Maintain confidentiality about people and events as the situation warrants. Many things that you see and hear in this position are confidential and should not be discussed with others outside the school context.

I. Tips to Become a Successful Teacher Aide

[Woodrow Wilson Elementary School provided these tips.]

1. Be there every time you are scheduled.
2. Be on time.
3. The students are not allowed to chew gum or eat candy in class, so you should not either.
4. Watch for small routine tasks that you can do without being asked or told each time.
5. Develop a rapport with students that is adult-to-student, not buddy-to-buddy.
6. Have an alert, cheerful demeanor; don't look like you would rather be napping.
7. Understand that when teachers ask you to do mundane tasks (like cutting, pasting, grading, sorting, etc.), they are not asking you to do anything that they would not be doing themselves without your help. Regardless of the years of their experience, the teachers know these tasks need to be done. Anything you can do to help in this area is greatly appreciated by the teachers who have many other duties each day.
8. Remember that the purpose of this field experience is to expose you to a school climate, but not necessarily to place you in a situation where all you do is work with children. You may be asked to do some work with students, but you can still learn much about the teaching profession by carefully observing what is going on around you.

School Addresses and Phone Numbers

Manhattan Elementary Schools

Amanda Arnold Elementary School	1435 Hudson	587-2020
Bluemont Elementary School	714 Bluemont	587-2030
Frank Bergman Elementary School	3430 Lombard	587-2865
Lee Elementary School	701 Lee	587-2050
Manhattan Catholic Schools	306 S. Juliette	565-5050
Marlatt Elementary School	2715 Hobbs	587-2060
Northview Elementary School	300 Griffith	587-2070
Ogden Elementary School	210 Elm	587-2080
Theodore Roosevelt Elementary School	1401 Houston	587-2090
Woodrow Wilson Elementary School	312 N. Juliette	587-2170

Geary County Elementary Schools (*on Fort Riley military post)

Lincoln Elementary School	330 N. Lincoln Street	(1-785-717-4570)
Morris Hill Elementary School *	4400 1st Division St.	(1-785-717-4650)
Sheridan Elementary School	429 W. Ash	(1-785-717-4670)
Ware Elementary School*	6795 Thomas Ave.	(1-785-717-4600)

Riley County Elementary Schools (in the town of Riley)

Riley County Grade School	Box 248	(1-785-485-4010)
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***Maps and directions to all schools in Manhattan,
Geary County, and Riley County can be
Found on a wall display outside of 218 Bluemont Hall
and at this website:***

<http://www.coe.ksu.edu/ss/schoolmaps.htm>

Field Experience Reports for EDEL 230

Spring 2011

DIRECTIONS FOR TEACHER AIDES:

- Participate in a variety of activities (supervision, instructional assistance, etc.) as directed by your supervising teacher.
- Each week of your field experiences has a focus topic, as indicated in the weekly list provided here. At the start of each week **before** going out to your first school visit of the week, read about the topic designated for that week. In this way, you will know where to focus your attention for that week. Most aiding topics focus on the classroom and school environment.
- Many of the weekly focus topics address issues that need to be seen in a classroom. However, some teacher aides have the library, the lunchroom, recess, or childcare as their primary placement. In these cases, discuss the field experience reports with your supervising teacher to make arrangements to visit a classroom at some time during each week to enable you to gather information to complete your field experience reports. This may involve switching assignments with another teacher aide for a while, or some other arrangements.
- Immediately after you complete your field experiences each week, prepare your weekly report as you provide answers to the three questions about the focus topic listed for that week. Be sure to complete your weekly report before starting your aiding the next week; don't plan on preparing all of the weekly reports at one time just before they are due. **Late assignments are NOT accepted except under documented dire circumstances. Failure to turn in a journal report on time will result in not completing the Early Field Experience. If you will not be in lecture class the day journals are due, it is your responsibility to turn your journal entry in BEFORE the due date.**
- Due dates for the reports are:

Packet #1	Reports for Weeks 1-3	Thursday, February 24, 2011
Packet #2	Reports for Weeks 4-6	Thursday, March 17, 2011
Packet #3	Reports for Weeks 7-10	Thursday, April 21, 2011
- Please type your reports using **DOUBLE SPACING**.

(directions continued on next page)

- The field experience report for each week should be approximately 1.5 - 2 typed pages.

Suggested length for each question:

Question 1: 2-3 paragraphs

Question 2: 2-3 paragraphs

Question 3: Since the third question involves more analysis, critique, and interpretation, your response to question 3 should be longer (probably about a page).

- Other key facts:
 - A. There are a few days when the public schools are open but the elementary students are not there. These include (a) a professional development day, (b) a preparation day before grades are due, and (c) parent/teacher conferences. *At the beginning of your aiding experience*, ask your cooperating teacher when these days occur. For these days, ask your cooperating teacher ahead of time whether he/she would like you to be aiding on those days. Some teachers do, some do not.
 - B. You will be asked to prepare a self-evaluation of your progress in this field experience about half way through the semester.
 - C. *During the final week of aiding, you will need to discuss your final evaluation with your teacher. The final evaluation will be completed by your supervising teacher and turned in along with the Attendance Register at the end of the semester (Friday, May 6, 2011).***

Weekly Calendar of Topics (Fall 2010)

EDEL 230 Early Field Experiences

WEEK 1 (Jan 31 – Feb 4): School/Classroom Environment (Domain 2e)

1. DESCRIBE the physical environment of the school itself (hallways, teachers' lounge, cafeteria, playground, office, classrooms, etc.).
2. DESCRIBE the classroom physical environment (teacher's desk, students' desks, seating arrangements, bulletin boards, walls, windows, etc.). How is the classroom furniture and instructional facilities adjusted for a lesson to be more effective? Describe ways that students with disabilities can be accommodated with the placement of furniture and the instructional facilities and equipment.
3. ANALYZE the answers you wrote to the first two questions above. DISCUSS both the possible advantages/disadvantages of the two environments. Provide insight as to how you might design your future classroom physical environment.

WEEK 2 (Feb 7 – 11): Student Characteristics (Domain 1b)

1. DESCRIBE several ways that the students in the classroom are similar and several ways they are different.
2. DESCRIBE any actions the teacher has made which take into account and value these student characteristics, i.e. similarities and differences.
3. ANALYZE the ways that you might consider student differences when selecting instructional materials and activities.

WEEK 3 (Feb 14 – 18): Student and Teacher Interactions (Domain 2a)

1. DESCRIBE how the teacher interacts with the students. Were these interactions friendly and did they demonstrate general warmth, caring, and respect? How did the students respond to the teacher?
2. DESCRIBE how the students interact with each other. Were these interactions polite and respectful? Were there negative interactions?
3. ANALYZE the observed behaviors closely. How were positive interactions expressed? If there were negative interactions, what do you think the teacher could do to help turn them to be positive interactions?

**PACKET #1 IS DUE ON THURSDAY, FEBRUARY 24th.
THIS INCLUDES REPORTS FOR WEEKS 1-3.**

WEEK 4 (Feb 21 – 25): Expectations for Learning and Achievement (Domain 2b)

1. DESCRIBE how the teacher let the students know about the goals of the lesson and the activities to be completed. (Are these posted or orally stated?)
2. DESCRIBE how the classroom environment (both physical and social) helped create a positive climate for student learning. Think about the bulletin boards, displays of student work, work and study areas, instructional materials, and other issues.
3. ANALYZE how effective the strategies were in establishing a positive climate for learning. What might you do in your own classroom to establish a positive climate for learning?

WEEK 5 (Feb 28 – March 4): Managing Instructional Groups (Domain 2c)

1. DESCRIBE how the teacher grouped students for instruction (e.g., whole class, small groups, pairings, independent work).
2. DESCRIBE how the teacher provided instruction and the necessary guidance for the students to work on the instructional tasks. Are instructions given differently when instructing the whole class, small groups, pairings, and individual work?
3. ANALYZE how the student groupings and the teacher guidance influenced student actions. How do the groupings support instruction? What changes would you suggest?

WEEK 6 (March 7 – 11): Managing Student Behavior (Domain 2d)

1. DESCRIBE the ways that the teacher responded to students who were not paying attention, off-task, or misbehaving. What consequences did the teacher apply to the off-task student? What rewards or incentives are earned or given? How aware was the teacher of all student actions in the classroom?
2. DESCRIBE how the teacher conveyed expectations for appropriate conduct. List the class rules and consequences. Were the standards clear? What have you observed in relation to the rules and consequences?
3. ANALYZE how effective the management techniques were in guiding and responding to student behavior. Give examples of strategies to monitor student behavior and provide students with needed guidance. What might you do in your own classroom?

**PACKET #2 IS DUE ON THURSDAY, MARCH 28TH.
THIS INCLUDES REPORTS FOR WEEKS 4-6.**

WEEK 7 (March 14 - 18): Importance of the Content (Domain 2b)

1. DESCRIBE how the teacher makes content relevant to students and their lives as well as how he/she communicates the importance of the content (e.g., classroom displays, descriptions, activities).
2. DESCRIBE how the students respond to the content. Do they take pride in their class work?
3. ANALYZE why and how teachers can communicate the importance of the content.

WEEK 8 (March 28 – April 1... no foolin’): Managing Materials & Supplies (Domain 2c)

1. DESCRIBE any routines that the teacher used for instruction or other actions in the classroom.
2. DESCRIBE any classroom materials or supplies that were used. Describe any procedures used in managing these materials and supplies.
3. ANALYZE how effective these classroom procedures were in guiding student actions. What procedures might you use in your own future classroom?

WEEK 9 (April 4 - 8): Performance of Non-instructional Duties & Supervision of Volunteers and Professionals (Domain 2c)

1. DESCRIBE any non-instructional duties the teacher needed to perform (e.g., taking attendance). What procedures were used to be efficient in handling these duties?
2. DESCRIBE how the teacher used any volunteers or paraprofessionals. Describe how they were involved in instruction. (If there are no volunteers, what would you recommend if one became available?)
3. ANALYZE the need to provide training and supervision for volunteers or paraprofessionals. What type of training is needed? When would it be provided? How can paraprofessionals and volunteers best be used to enhance instruction?

WEEK 10 (Apr 11 - 15): Reflecting on Teaching (Domain 4a)

1. DESCRIBE the ideal environment and setting of your future classroom.
2. DESCRIBE what your aspirations are in the education field.
3. REFLECT on your teacher aiding experience. What ideas will you incorporate in your own classroom? Which ones will you not use? Discuss three instructional strategies that you plan to use in future teaching. Provide rationale for why these instructional strategies are beneficial. What are some of the most important things you learned from this experience? Explain.

**PACKET #3 IS DUE ON THURSDAY, APRIL 21ST.
THIS INCLUDES REPORTS FOR WEEKS 7-10.**

WEEKS 11 - 13 (April 18 – 22, 25 – 29, May 2 – 6)

For these final weeks, still participate in your aiding but there are no topics on which to report. Use this time to complete more items from your task list while in the classroom and to work on your Teaching Toolkit.

NOTE: March 21 – 25 is not listed because that is a student holiday week for KSU students. Also, there are no more school visits after **Friday, May 6th.**

Evaluation Rubric for Field Experience Reports

EDEL 230

Student's Name: _____

Packet Number: 1 2 3

QUESTIONS 1 & 2 (DESCRIPTION)

Your Points: _____

10 points maximum

	Unsatisfactory	Basic	Proficient
Level of Description	Ideas and descriptions are limited and hard to understand.	Reasonably clear ideas and descriptions, but the reader needs to make some guesses as to what the student meant.	Descriptive ideas and information. Explicit and to the point.
Idea Development	Explanations are unclear.	Facts are presented, but not well organized	Clear and concise explanations.
Question Completeness	Descriptions lack development, and the question is not answered completely.	Descriptions are not fully developed, and the question is left half-answered.	Descriptions and responses are thoroughly developed, and the question is answered completely.

Questions 1 & 2 (Description): Tips for Improvement

- | | |
|--|--|
| <input type="checkbox"/> Clarify the description through deeper elaboration.
<input type="checkbox"/> Reflect and write upon the question(s) more completely. | <input type="checkbox"/> Include examples within your descriptions.
<input type="checkbox"/> Write your description more factually, without opinions. |
|--|--|

QUESTION 3 (ANALYSIS)

Your Points: _____

6 points maximum

	Unsatisfactory	Basic	Proficient
Analysis	Key concepts are missed and idea analysis is left incomplete.	Some concepts are identified but important concepts are missing.	Key concepts are identified, analyzed, and addressed appropriately.
Critique and Insight	Offers comments and opinions blindly, does not back with any examples.	Offers insightful comments and opinions, but little evidence or examples.	Demonstrates ethical caring comments, insights, and thoughts. Backs opinions with sound examples.
Reflection	Does not use reflection or offer thought on any key concepts.	Uses reflection to recap ideas, but misses key points.	Uses reflection to highlight key concepts and insights.

Question 3 (Analysis): Tips for Improvement

- | | |
|--|---|
| <input type="checkbox"/> Analyze and discuss questions presented more thoroughly.
<input type="checkbox"/> Reflect upon and write about your own future classroom.
<input type="checkbox"/> Use "I think...", "I believe...", "I would like to see..." statements. | <input type="checkbox"/> Include examples within your analysis.
<input type="checkbox"/> Write the minimum of ¾ of a page. |
|--|---|

Evaluation Rubric for Field Experience Reports (Continued)

EDEL 230

COMPETENCE IN COMMUNICATION

Your Points: _____

4 points maximum

	Unsatisfactory	Basic	Proficient
<ul style="list-style-type: none"> ➤ Spelling ➤ Grammar ➤ Punctuation ➤ Neatness/Legibility 	Numerous errors	Several errors	Few errors, if any

Communication Tips for Improvement

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Double check your spelling/grammar; use Spell Check/Grammar Check. <input type="checkbox"/> Avoid choppy sentences. <input type="checkbox"/> Clarify pronoun references. <input type="checkbox"/> Utilize commas correctly regarding overuse or omission. | <ul style="list-style-type: none"> <input type="checkbox"/> Ensure consistent subject-verb agreement as well as consistent use of verb tenses. <input type="checkbox"/> Be certain sentences are complete instead of run on or short in thought. <input type="checkbox"/> Spell out potential contraction words (don't=do not, etc.) |
|---|---|

YOUR TOTAL POINTS: /20

18-20 PROFICIENT

14-17 BASIC

0-13 UNSATISFACTORY

COMMENTS

For the Supervising Teacher

Teacher Aides for

EDEL 230 Early Field Experience

Spring 2011

Dear Teachers:

Thank you for agreeing to work with the preservice teachers from K-State in EDEL 230 this semester. They will serve as teacher aides in your school. This experience early in their teacher education program provides the foundation for more intensive field experiences as they move through the program. Your cooperation and assistance in enabling these field experiences is vital, and we are very grateful for this.

The teacher aides have a particular topic to examine each week. Most topics focus on the classroom and school environment. For your information, these topics are:

Week 1 (Jan 31 – Feb 4):	School/Classroom Environment
Week 2 (Feb 7 – 11):	Student Characteristics
Week 3 (Feb 14 – 18):	Student and Teacher Interactions
Week 4 (Feb 21 – 25):	Expectations for Learning and Achievement
Week 5 (Feb 28 – Mar 4):	Managing Instructional Groups
Week 6 (Mar 7 – 11):	Managing Student Behavior
Week 7 (Mar 14 – 18):	Importance of the Content
Week 8 (Mar 28 – Apr 1):	Managing Materials & Supplies
Week 9 (Apr 4 – 8):	Performance of Non-instructional Duties & Supervision of Volunteers and Professionals
Week 10 (Apr 11 – 15):	Reflecting on Teaching
Week 11 - 13 (Apr 18 – May 6):	[Do school visits, but no topic to report on this week. Teacher aides will work to build a “Teaching Toolbox.”]

Many of the weekly focus topics address issues that need to be seen in a classroom. However, some teacher aides have the library, the lunchroom, recess, or childcare as their primary placement. In these cases, please try to make arrangements for the teacher aide to visit a classroom at some time during each week so they can gather information needed to complete their field experience reports. This may involve switching assignments with another teacher aide for a while, or some other arrangements.

Please work with the teacher aides to facilitate their observations of the classroom so they will be able to prepare their weekly reports. Feel free to contact me at 532-5524 if you have any concerns or questions.

I am looking forward to a successful semester.

Sincerely,
Dr. Mike Perl
532-5524
perl@ksu.edu

SUGGESTED TASKS FOR TEACHER AIDES

Domains Based on Danielson's Framework for Teaching

Students should experience at least 5 different activities in each domain over the twelve-week period.

Domain 1: Planning & Preparation	Domain 2: Classroom Environment
Assist teacher in organizing materials for class	Complete non-instructional activities
Design and put up bulletin boards/displays	Assist with fire/tornado drills
Learn to operate instructional equipment	Assist in displaying/acknowledging student work
Copy material onto the chalkboard	Assist in supervising the room/lab area
Set up and dismantle experiments/labs	Arrange instructional materials for accessibility
Prepare/organize resource materials for future use: pictures, tapes, awards, computer programs, etc.	Observe interpersonal communication skills used by teacher
Perform clerical duties: copy, file, etc.	Observe various classroom organizational systems (seating charts, room arrangement, boxes to hand in assignments, etc.)
Collect and arrange displays for teaching	Observe various classroom procedures (tardy, absence, gather materials, etc)
Preview possible INTERNET sites for classroom use	Observe supervision of paraprofessionals, volunteers and aides in the classroom
Prepare a research unit bibliography	
Prepare instructional materials: transparencies, charts, etc.	
Meet and observe school personnel specialists (counselor, librarian, nurse, activity director, etc)	
Observe course, unit, and lesson planning process	
Observe various student interests and diversity	
Observe variety of resources available	
Observe standards used for assessment of students	

Domain 3: Instruction	Domain 4: Professional Responsibilities
Supervise student work w/teacher direction	Help with decorations for special events
Assist with special class projects	Assist with classroom/lab inventory
Assist in supervising the room/lab area	Assist in supervising the room/lab area
Evaluate student work (correct exams and homework)	Verify absence reports
Assist teacher in subject area in which teacher feels you are competent	Record tardy/absences
Assist students in performing activities which have been initiated by the teacher	Discuss grading practices with teachers
Assist students who missed instruction due to absences	Record grades in book/computer
Assist students in library research	Attend faculty or department or team meeting
Assist teacher in special demonstrations	Attend district meeting or Board of Education meeting
Assist with supplemental work for students	Attend staff development activity
Assist students in written compositions	Attend IEP or SIT team meeting
Assist with and check student's seat work	Attend parent/teacher conferences
Conduct small group activities	Attend student club meetings
Help individual students with their lessons	Observe how and by whom teachers are supervised
Supervise student lab work	
Listen to oral reading of student	
Instruct in the safe and proper use of tools	
Make a short, selected presentation to the class, under teacher supervision	
Observe oral and written competencies required of effective teachers	

MID-TERM SELF EVALUATION OF THE TEACHER AIDE – DUE MARCH 10, 2011

Completed by the Teacher Aide
 Kansas State University, College of Education

Teacher Aide _____ Date _____

Supervising Teacher _____ Grade/Subject _____

School _____ Clock Hours Completed _____

Please rate your performance so far this semester using the following scale. You may wish to discuss this self-evaluation with your supervising teacher to see if you have similar perceptions about your performance so far (not mandatory). In this way, you both may give special attention to any weak areas in the remaining weeks.

- 4 – Strong:** exceeds expectations of a teacher aide.
- 3 – Good:** meets expectations of a teacher aide.
- 2 – Needs improvement:** needs support and assistance to meet expectations of a teacher aide.
- 1 – Unacceptable:** does not meet expectations of a teacher aide.
- n/a – Not applicable:** not applicable for the teacher aide at this time.

Knowledgeable								
Is knowledgeable about basic skills	n/a	1	2	3	4			
Knows how to perform clerical routines	n/a	1	2	3	4			
Ethical								
Maintains a professional perspective in observations and reflections	n/a	1	2	3	4			
Honors the code of confidentiality	n/a	1	2	3	4			
Completes assigned duties	n/a	1	2	3	4			
Maintains ethical standards, honestly records/reports aiding time/performance	n/a	1	2	3	4			
Caring								
Demonstrates an interest in the learning environment	n/a	1	2	3	4			
Provides tactful, caring, empathic treatment of students	n/a	1	2	3	4			
Decision Maker								
Takes initiative, eagerly contributes to learning environment without hesitation	n/a	1	2	3	4			
Has the ability to solve problems	n/a	1	2	3	4			
Professionalism								
Has adequate communication skills in speaking, reading, listening, and writing	n/a	1	2	3	4			
Adapts to aiding experiences	n/a	1	2	3	4			
Is open to professional growth	n/a	1	2	3	4			
Accepts and uses criticism toward improvement	n/a	1	2	3	4			
Uses good professional judgment	n/a	1	2	3	4			
Fosters positive collegial relationships	n/a	1	2	3	4			
Provides appropriate feedback to students	n/a	1	2	3	4			
Has appropriate personal habits	n/a	1	2	3	4			
Organizes tasks and time effectively	n/a	1	2	3	4			
Is dependable: Note total absences _____ and unexcused absences _____								
Overall Performance Rating					1	2	3	4
The teacher aide was able to listen, speak, read, and write in ways to successfully meet the needs of a classroom					Yes	No		

Comments: please make any comments (positive or negative), concerns, or recommendations about the teacher aide experience in the space below or on the back of this page.

FINAL SELF EVALUATION OF THE TEACHER AIDE – DUE MAY 6, 2011 (see p. 10)

Completed by the Supervising Teacher
 Kansas State University, College of Education

Teacher Aide _____ Date _____

Supervising Teacher _____ Grade/Subject _____

School _____ Clock Hours Completed _____

Please rate the KSU teacher aide’s performance during the semester using the following scale:

4 – Strong: exceeds expectations of a teacher aide.

3 – Good: meets expectations of a teacher aide.

2 – Needs improvement: needs support and assistance to meet expectations of a teacher aide.

1 – Unacceptable: does not meet expectations of a teacher aide.

n/a – Not applicable: not applicable for the teacher aide at this time.

Knowledgeable								
Is knowledgeable about basic skills	n/a	1	2	3	4			
Knows how to perform clerical routines	n/a	1	2	3	4			
Ethical								
Maintains a professional perspective in observations and reflections	n/a	1	2	3	4			
Honors the code of confidentiality	n/a	1	2	3	4			
Completes assigned duties	n/a	1	2	3	4			
Maintains ethical standards, honestly records/reports aiding time/performance	n/a	1	2	3	4			
Caring								
Demonstrates an interest in the learning environment	n/a	1	2	3	4			
Provides tactful, caring, empathic treatment of students	n/a	1	2	3	4			
Decision Maker								
Takes initiative, eagerly contributes to learning environment without hesitation	n/a	1	2	3	4			
Has the ability to solve problems	n/a	1	2	3	4			
Professionalism								
Has adequate communication skills in speaking, reading, listening, and writing	n/a	1	2	3	4			
Adapts to aiding experiences	n/a	1	2	3	4			
Is open to professional growth	n/a	1	2	3	4			
Accepts and uses criticism toward improvement	n/a	1	2	3	4			
Uses good professional judgment	n/a	1	2	3	4			
Fosters positive collegial relationships	n/a	1	2	3	4			
Provides appropriate feedback to students	n/a	1	2	3	4			
Has appropriate personal habits	n/a	1	2	3	4			
Organizes tasks and time effectively	n/a	1	2	3	4			
Is dependable: Note total absences _____ and unexcused absences _____								
Overall Performance Rating					1	2	3	4
The teacher aide was able to listen, speak, read, and write in ways to successfully meet the needs of a classroom					Yes	No		
The teacher aide successfully met the requirements of this field experience, and I recommend that the teacher aide receive credit for this experience.					Yes	No		

Comments: please make any comments (positive or negative), concerns, or recommendations about the teacher aide experience in the space below or on the back of this page.

Signature of the Supervising Teacher _____ **Date** _____

For the teacher aide: my signature indicates that I have had the opportunity to look at the evaluation completed by the supervising teacher.

Signature of the KSU Teacher Aide _____ **Date** _____